Title II, Part A Overview & Allowable Use of Funds

Program Purpose

Authorized under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), Title II, Part A is intended to improve teacher and leader quality and focuses on preparing, training, and recruiting high-quality teachers and principals. Title II, Part A provides grants to state educational agencies (SEAs) and subgrants to local educational agencies (LEAs) to:

1. increase student achievement consistent with the challenging state academic standards;
2. improve the quality and effectiveness of teachers, principals, and other school leaders;
3. increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
4. provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

The Title II, Part A program places a major emphasis on teacher quality as an integral factor in improving student achievement and is designed to increase the number of highly effective teachers and principals.

Eligible Staff

Title II, Part A funds can be used to support:

- Teachers
- Principals
- Other School Leaders
- Paraprofessionals

Transferability

Under ESSA, LEAs can transfer up to 100 percent (100%) of Title II funds into:

- Title I, Part A — Improving Basic Programs
- Title I, Part C — Migrant
- Title I, Part D — Neglected and Delinquent
- Title III, Part A — English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A — Student Support and Academic Enrichment
- Title V, Part B — Rural and Low-Income Schools (RLIS)

Equitable Services to Non-Public Schools

Title II, Part A equitable service must be provided to all state-approved, non-profit non-public schools within LEA boundaries that have chosen to participate as indicated on the annual non-public school survey and the equitable services section of the Consolidated Funding Application (CFA). Requirements include:

- The LEA must contact the eligible non-public school for timely and meaningful consultation to determine the professional development needs of its teachers.
- The LEA cannot simply offer non-public school educators to attend LEA-sponsored professional development activities.
- The LEA must remain in control of the funds (no money may go directly to the non-public school).

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For more information on Title II, Part A equitable services visit *ePlan > TDOE Resources > Equitable Services to Non-Public / Private Schools Information & Documents > ESSA Non-Public/Private Schools Information & Documents*. Resources include needed intent and affirmation forms as well as guidance focused specifically on Title II, Part A equitable services.

Defining Professional Development

ESSA § 8101(42) defines "professional development," specifically noting that the professional development activities are sustained (not stand-alone, one-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused. Additionally, when using Title II, Part A funds for professional development and class size reduction, an SEA may require an LEA to only use Title II, Part A funds on evidence-based activities, to the extent that the State determines evidence is reasonably available. (ESEA § 2103(b)(3)(D) and (E)). More information about the requirements around evidence-based interventions in ESSA can be found in *ePlan > TDOE Resources > ESSA Information, Guidance, PPTs, & Webinars > Evidence for ESSA.*

Allowable Use of Funds[1]

Title II, Part A eligible expenditures should be determined based on needs identified by LEA and stakeholders. Under ESEA §§ 2101(d)(3) and 2102(b)(2-3), LEAs must engage in meaningful consultation with a broad range of stakeholders, and non-public schools as required by ESEA § 8501, and <u>must have a process in place to use data to continually update and improve activities supported under this part</u>.

Title II, Part A offers LEAs the flexibility to design and implement a wide variety of activities that can help meet the individual needs of educators based on educator practice and student development. Professional development opportunities support the development of all school personnel including teachers, paraprofessionals, principals, and other school leaders and may be individualized to effectively support new and early career educators to advance their professional practice and improve their ability to produce positive student outcomes including the following:

High Quality Professional Development

The implementation of high-quality, personalized, evidence-based professional development for teachers, paraprofessionals, instructional leadership teams, principals, or other school leaders that is focused on improving teaching and student development. Activities may include training teachers, paraprofessionals, principals, or other school leaders to:

- Effectively integrate technology into curricula and instruction,
- Use data to improve student achievement (ensuring individual student privacy under FERPA),
- Effectively engage parents, families, and community partners and coordinate services between school and community,
- Help all students develop the skills essential for development readiness and academic success,
- Develop policy with school, local educational agency, community, or State leaders, and
- Participate in opportunities for experiential development through observation.

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[1] For more information on the allowable use of funds, see the Title II, Part A statute and Non-Regulatory Guidance.

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Evaluation/Support Systems

The development of improvement of a rigorous, transparent, and fair evaluation, and support system for teachers, principals, or other school leaders that is based on evidence of student achievement and may include student growth.

Effective Teaching of English Language Learners

The development of programs and activities that increase the ability of teachers to effectively teach English language learners.

Effective Teaching of Children with Disabilities

The development of programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities

Increased Knowledge/Ability to Teach Early Childhood

The development and use of programs and activities that may be geared toward increasing the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children (up to age 8) are progressing.

Effective Instruction of Science, Technology, Engineering, and Math (STEM)

The development and provision of professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, mathematics, and computer science.

Implementation of Formative Assessments

The training, technical assistance, and capacity-building in LEAs to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond.

Supporting Students Affected by Trauma and/or Mental Illness

The provision of in-service training for school personnel in techniques and support related to identifying and supporting students affected by trauma or mental illness

Identification and Support of Gifted Students

The provision of training to identify students who are gifted and talented, including high ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students.

Instructional Services Provided by Libraries

Professional development intended to improve the instructional services provided by effective school library programs.

Feedback Mechanisms to Improve Working Conditions

The development of feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback.

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Career Readiness Education

Training teachers, principals, or other school leaders on strategies to integrate rigorous academic content and provide effective career/technical education and work-based development to help prepare students for post-secondary education and the workforce.

Recruitment, Placement, and Retention of Effective Educators

Allowable activities for LEAs to:
- Attract the most effective educators to LEAs and the schools that need them,
- Develop a systematic, coordinated approach to provide new and sustained leadership opportunities with additional compensation, recognition, and job-embedded professional development for teachers and administrators to advance excellent teaching and development, as well as,
- The use of evaluation data in development, compensation, and employment decisions.

Recruiting/Retaining Effective Teachers

The development and implementation of initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-LEA equity in the distribution of teachers, such as:
- Providing expert help in screening candidates and enabling early hiring.
- Offering differential and incentive pay for teachers, principals, or other school leaders in high need academic subject areas and specialty areas, which may include performance-based pay systems.
- Teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation.
- New teacher, principal, or other school leader induction and mentoring programs that are designed to improve classroom instruction and student development and achievement, and increase the retention of effective teachers, principals, or other school leaders.

Recruiting Individuals from Other Fields

Recruiting mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinctions who demonstrate potential to become effective teachers, principals, or other school leaders.

Reducing Class Size

The use of Title II, Part A funds to reduce class size in grades K-3 to a level that is evidence-based, to improve student achievement through the recruiting and hiring or additional effective teachers. More information about the requirements around class size reduction (CSR) teachers can be found [here](#).

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Eligible and Non-Eligible Expenditures[2]

Expenditure Type	Eligible Activities/Expenditures	Non-Eligible Activities/Expenditures
Instructional/ Professional Staff	• Academic/Instructional Coaches • Development and support for LEA-based preparation programs for administrators • Differential pay for teachers in high need LEAs/schools • Signing bonuses • Salary for in-field, highly effective teachers for CSR in grades K-3 • Stipends; see below for more information	• Paid time to design, develop, align, map or revise curriculum or assessments[3] • Salary for ineffective or out-of-assignment teacher for K-3 CSR • Salary or stipends for staff to provide services to students
Administrator Salaries	• Program Administrator, Grant Manager, Professional Development Coordinator, etc. *(Note: only the portion of the salary that provides direct support of Title II, Part A allowable activities)*	• Entire salary unless the administrator's entire responsibility is Title II, Part A
Support Staff Salaries	• Support staff for Title II, Part A grant work (NOTE: only portion of salary that provides direct support of Title II, Part A allowable activities	• Entire salary unless the support staff's entire responsibility is Title II, Part A
Stipends	• Teacher stipends to lead or participate in workshops or trainings that improve content knowledge or classroom practice • Teacher and paraprofessional stipends for participation in Title II, Part A professional development activities • Stipends for teacher mentors or teacher mentor coordinators	• Stipends for staff for participation in non-Title II, Part A professional development activities • Salaries for paraprofessionals • Stipends for tutors
Fringe Benefits	• Reasonable benefits proportionately linked with Title II, Part A salaries	• Not allowable for non-public personnel

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[2] The *Eligible and Non-Eligible Expenditures* chart provides information on several common Title II, Part A purchases. It is not intended to serve as a complete list of allowable and/or unallowable expenses.

[3] Title II, Part A funds may not be used to develop, align, map, or revise curriculum, or assessments; Title II, Part A funds may be used to provide professional development, training, resources to teach/train on how to design, develop, align, map, or revise curriculum or assessments.

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Expenditure Type	Eligible Activities/Expenditures	Non-Eligible Activities/Expenditures
Contracted Services	• Consultants to provide professional development to improve content knowledge or classroom practice of teachers, principals, and other school leaders • Consultants to improve student behavior in the classroom and identifying early and appropriate interventions to help students with special needs • Consultants to provide training to improve content knowledge or classroom practice of paraprofessionals • Consultants to provide professional development to support or facilitate National Board certification	• Consultants for non-professional development purposes
Substitutes	• Substitutes for teachers, principals, or other school leaders to attend Title II funded professional development	• Substitutes for teachers attending non-Title II, Part A funded professional development
Technology Training	• Professional development on how to integrate technology into instruction	• Professional development on how to use non-academic software/ technology (e.g. how to create a new class in SMS)
Supplies and Materials	• Supplemental supplies or materials to be used strictly for professional development such as books or instructional resources • Supplemental professional development activity supplies, such as chart paper, pens, binders, easels • Printing or copying for professional development activities	• Supplies to be used in the classroom or by students • Anything not directly connected to Title II, Part A funded professional development activity • Books, software, instructional technology for non-public schools
Travel Costs/ Registration	• Conference registration for Title II, Part A funded professional development activities • Expenses for transportation, per diem, and lodging if the costs are reasonable and necessary	• Any direct reimbursement to a non-public school • Food and refreshments, including working lunches

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Expenditure Type	Eligible Activities/Expenditures	Non-Eligible Activities/Expenditures
Other Costs	• Cost of state tests to fulfill teaching certificate endorsement requirements (teachers) • Cost of paraprofessional assessment • Professional learning memberships or subscriptions • Advertising to recruit effective educators • Space rental for professional learning activities • Non-Public school allocation for professional learning	• Any materials, travel expenses, or supplies that are not directly connected to Title II, Part A funded professional learning • Cost of National Board candidate or assessment fees
Equipment	• Portion of equipment, software or digital content used as part of a Title II, Part A funded professional development activity	• Entire cost of equipment, software, or digital content unless the purchase will only be used for the Title II, Part A program • Hardware or software for student use

Title II, Part A Resources

- ESEA Title II, Statute
- Title II, Part A Non-Regulatory Guidance
- Optional Title II, Part A Activity Evaluation Form
- Effective Use of Title II, Part A Presentation Slides
- Reminders and Updates Titles II, IV, and V Slides (September 2021)

Title II, Part A Contacts

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